



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

# SCIENCE

A WEEKLY JOURNAL DEVOTED TO THE ADVANCEMENT OF SCIENCE, PUBLISHING THE  
OFFICIAL NOTICES AND PROCEEDINGS OF THE AMERICAN ASSOCIATION  
FOR THE ADVANCEMENT OF SCIENCE.

FRIDAY, NOVEMBER 13, 1908

A TALK ON TEACHING<sup>1</sup>

## CONTENTS

<i>A Talk on Teaching:</i> PROFESSOR ARTHUR A. NOYES .....	657
<i>Some Principles in Laboratory Construction:</i> PROFESSOR CHARLES BASKERVILLE .....	665
<i>The American Bison Society</i> .....	676
<i>The Committee of One Hundred of the American Association on National Health</i> .....	676
<i>Scientific Notes and News</i> .....	677
<i>The Resignation of President Eliot</i> .....	681
<i>University and Educational News</i> .....	681
<i>Discussion and Correspondence:—</i>	
<i>The Garter Snakes of North America:</i> DR. HUBERT LYMAN CLARK. <i>A New Locality for Miocene Mammals:</i> PROFESSOR T. D. A. COCKERELL. <i>Education and the Trades:</i> STELLA V. KELLERMAN. <i>Provincial Museums:</i> DR. FRANK C. BAKER. <i>Milk Proteins:</i> PROFESSOR E. B. HART .....	682
<i>Quotations:—</i>	
<i>The Retirement of President Eliot</i> .....	685
<i>Scientific Books:—</i>	
<i>Tomkins on Marine Engineering:</i> DR. HORACE SEE. <i>Gray's New Manual of Botany:</i> PROFESSOR CHARLES E. BESSEY .....	686
<i>Scientific Journals and Articles</i> .....	689
<i>Moorehouse's Comet:</i> PROFESSOR EDWARD C. PICKERING .....	690
<i>Special Articles:—</i>	
<i>Note on the Occurrence of Rhodochytrium spilanthis Lagerheim in North America:</i> PROFESSOR GEORGE F. ATKINSON. <i>The Present State of our Knowledge of the Odonata of Mexico and Central America:</i> DR. PHILIP P. CALVERT. <i>Some Inversions of Temperatures in Colorado:</i> PROFESSOR FRANCIS RAMALEY .....	691
<i>Societies and Academies:—</i>	
<i>The American Physical Society:</i> PROFESSOR ERNEST MERRITT .....	696

MSS. intended for publication and books, etc., intended for review should be sent to the Editor of SCIENCE, Garrison-on-Hudson, N. Y.

IN speaking to you to-day upon the subject of teaching, I shall try to present some considerations, suggested by my own experience, in regard to the application of educational principles to our own problems. Much of what I shall say will doubtless be familiar to a body of teachers like yourselves. Yet it is perhaps desirable that even the commonplaces of education be brought before us from time to time; for, though we recognize the abstract principles that should be followed, yet it is only by constant attention to them that we shall succeed in making them the real foundation of our courses of instruction.

Throughout our considerations we must keep in view the aim of the education for which the institute stands. In regard to this there is, I believe, little difference of opinion. The aim is to produce men who have the power to solve the industrial, engineering and scientific problems of the day—men who shall originate and not merely execute. The fundamental question is, then, How shall we develop this power? It is *power* that counts, and not *knowledge*. The ultimate test is what a man can *do*, not what he *knows*; and this is the test we should apply to our students upon the completion of each subject of in-

<sup>1</sup> Given at a conference of members of the instructing staff of the Massachusetts Institute of Technology on March 20, 1908. To Professor H. G. Pearson I desire to express my great indebtedness for his suggestions and assistance in connection with the preparation of this paper for the printer.